

New York State District Report Card Comprehensive Information Report

BEDS Code: 44-09-01-04-0000
 Name: Highland Falls Central School District
 Superintendent: Bruce H. Crowder

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	50	59	65
First	58	54	59
Second	67	57	58
Third	63	71	59
Fourth	63	65	72
Fifth	66	70	57
Sixth	81	71	65
Ungraded Elementary	0	0	0
Seventh	81	84	72
Eighth	79	84	74
Ninth	161	177	163
Tenth	148	161	177
Eleventh	145	137	151
Twelfth	111	136	137
Ungraded Secondary	1	3	0
Total K-12 Enrollment	1174	1229	1209

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	37	3.2%	42	3.4%	39	3.2%
Black (Not Hispanic)	200	17.0%	196	15.9%	173	14.3%
Hispanic	115	9.8%	125	10.2%	158	13.1%
White (Not Hispanic)	822	70.0%	866	70.5%	839	69.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	20	22
Common Branch	21	20	20
English Grade 8	12	19	17
Mathematics Grade 8	24	21	19
Science Grade 8	25	22	18
Social Studies Grade 8	25	21	17
English Grade 10	20	26	22
Mathematics Grade 10	0	17	22
Science Grade 10	22	39	10
Social Studies Grade 10	20	20	22

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	41	3.5%	41	3.3%	35	2.9%
Eligible for Free Lunch	146	12.4%	211	17.2%	223	18.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.5%		95.4%		95.2%
Student Suspensions	99	8.5%	44	3.8%	73	5.9%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	5.0%	6.4%	5.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	101
Total Other Professional Staff	19
Total Paraprofessionals	20
Teaching Out of Certification*	12

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	97	63	65%	117	72	62%	120	58	48%
Students with Disabilities	6	0	0%	13	1	8%	11	1	9%
All Students	103	63	61%	130	73	56%	131	59	45%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	72	34	7	3	11	4
Percent	55%	26%	5%	2%	8%	3%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
11	1	1	12

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	8		7		3	0.5%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	8		8		3	0.5%
Students with Disabilities	Dropped Out	3		0		1	1.3%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	3		0		1	1.3%
All Students	Dropped Out	11	1.9%	7	1.1%	4	0.6%
	Entered GED Program*	0	0.0%	1	0.2%	0	0.0%
	Total Noncompleters	11	1.9%	8	1.3%	4	0.6%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	100%
2-3	0%	0%	162%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	15	87%	14	79%	14	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	49	69%	49	96%	46	100%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	12	92%	6	83%
Science	1	#	1	#	4	#
Reading	2	#	5	80%	0	0%
Writing	2	#	6	50%	0	0%
Global Studies	2	#	3	#	4	#
U.S. Hist & Gov't	0	0%	3	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	23	52%	29	69%
Science	8	63%	14	21%	18	56%
Reading	7	71%	15	80%	2	#
Writing	2	#	12	50%	5	100%
Global Studies	3	#	11	55%	7	29%
U.S. Hist & Gov't	1	#	9	67%	5	20%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	136	143	149	11	14	9
Number Scoring 55-100	114	125	143	5	8	8
Number Scoring 65-100	100	111	126	3	4	4
Number Scoring 85-100	47	48	59	1	0	0
Percentage of Tested Scoring 55-100	84%	87%	96%	45%	57%	89%
Percentage of Tested Scoring 65-100	74%	78%	85%	27%	29%	44%
Percentage of Tested Scoring 85-100	35%	34%	40%	9%	0%	0%
Mathematics A						
Number Tested	142	223	193	8	15	26
Number Scoring 55-100	92	178	181	2	5	17
Number Scoring 65-100	71	153	164	2	4	10
Number Scoring 85-100	35	33	49	0	0	0
Percentage of Tested Scoring 55-100	65%	80%	94%	25%	33%	65%
Percentage of Tested Scoring 65-100	50%	69%	85%	25%	27%	38%
Percentage of Tested Scoring 85-100	25%	15%	25%	0%	0%	0%
Mathematics B						
Number Tested	0	44	68	0	0	1
Number Scoring 55-100	0	41	57	0	0	#
Number Scoring 65-100	0	37	49	0	0	#
Number Scoring 85-100	0	9	22	0	0	#
Percentage of Tested Scoring 55-100	0%	93%	84%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	84%	72%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	20%	32%	0%	0%	#
Global History and Geography						
Number Tested	150	162	178	15	15	22
Number Scoring 55-100	134	140	166	12	8	17
Number Scoring 65-100	117	129	148	6	6	11
Number Scoring 85-100	33	54	75	0	0	4
Percentage of Tested Scoring 55-100	89%	86%	93%	80%	53%	77%
Percentage of Tested Scoring 65-100	78%	80%	83%	40%	40%	50%
Percentage of Tested Scoring 85-100	22%	33%	42%	0%	0%	18%
U.S. History and Government						
Number Tested	135	134	138	10	14	10
Number Scoring 55-100	126	124	130	9	8	9
Number Scoring 65-100	108	111	109	4	5	5
Number Scoring 85-100	50	58	62	1	0	0
Percentage of Tested Scoring 55-100	93%	93%	94%	90%	57%	90%
Percentage of Tested Scoring 65-100	80%	83%	79%	40%	36%	50%
Percentage of Tested Scoring 85-100	37%	43%	45%	10%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	212	176	141	17	19	16
Number Scoring 55-100	200	167	131	16	12	11
Number Scoring 65-100	192	150	119	11	9	9
Number Scoring 85-100	53	42	31	0	1	0
Percentage of Tested Scoring 55-100	94%	95%	93%	94%	63%	69%
Percentage of Tested Scoring 65-100	91%	85%	84%	65%	47%	56%
Percentage of Tested Scoring 85-100	25%	24%	22%	0%	5%	0%
Physical Setting/Earth Science						
Number Tested	67	106	97	4	7	15
Number Scoring 55-100	57	97	87	#	5	10
Number Scoring 65-100	52	92	79	#	5	8
Number Scoring 85-100	7	26	26	#	0	2
Percentage of Tested Scoring 55-100	85%	92%	90%	#	71%	67%
Percentage of Tested Scoring 65-100	78%	87%	81%	#	71%	53%
Percentage of Tested Scoring 85-100	10%	25%	27%	#	0%	13%
Physical Setting/Chemistry						
Number Tested	74	98	101	3	1	0
Number Scoring 55-100	68	98	98	#	#	0
Number Scoring 65-100	55	82	92	#	#	0
Number Scoring 85-100	3	17	16	#	#	0
Percentage of Tested Scoring 55-100	92%	100%	97%	#	#	0%
Percentage of Tested Scoring 65-100	74%	84%	91%	#	#	0%
Percentage of Tested Scoring 85-100	4%	17%	16%	#	#	0%
Physical Setting/Physics						
Number Tested			52			0
Number Scoring 55-100			50			0
Number Scoring 65-100			40			0
Number Scoring 85-100			8			0
Percentage of Tested Scoring 55-100			96%			0%
Percentage of Tested Scoring 65-100			77%			0%
Percentage of Tested Scoring 85-100			15%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	14	21	27	1	0	1
Number Scoring 55-100	14	21	27	#	0	#
Number Scoring 65-100	14	20	27	#	0	#
Number Scoring 85-100	7	15	16	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	95%	100%	#	0%	#
Percentage of Tested Scoring 85-100	50%	71%	59%	#	0%	#
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	1	0	0	0	0
Number Scoring 55-100	0	#	0	0	0	0
Number Scoring 65-100	0	#	0	0	0	0
Number Scoring 85-100	0	#	0	0	0	0
Percentage of Tested Scoring 55-100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	81	67	55	1	0	0
Number Scoring 55-100	80	66	55	#	0	0
Number Scoring 65-100	80	66	55	#	0	0
Number Scoring 85-100	50	29	37	#	0	0
Percentage of Tested Scoring 55-100	99%	99%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	99%	99%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	62%	43%	67%	#	0%	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	98	15	0	3	0	0
Number Scoring 55-100	79	12	0	#	0	0
Number Scoring 65-100	71	10	0	#	0	0
Number Scoring 85-100	36	2	0	#	0	0
Percentage of Tested Scoring 55-100	81%	80%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	72%	67%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	37%	13%	0%	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	1	#	1	#
Students with Disabilities	0	0%	0	0%	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	52	6%	4%	60%	31%
	Students with Disabilities	6	50%	33%	17%	0%
	All Students	58	10%	7%	55%	28%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	70	0%	30%	54%	16%
	Students with Disabilities	6	33%	33%	33%	0%
	All Students	76	3%	30%	53%	14%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	116	116	116	12	12	12	128	128	128
Number Scoring 55–64	7	6	4	6	5	3	13	11	7
Number Scoring 65–84	69	45	84	5	4	8	74	49	92
Number Scoring 85–100	27	57	23	0	0	0	27	57	23
Approved Alternatives	6	0	0	0	0	0	6	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			12			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			5			0
Proficient (37-39)			4			0
Reading and Writing (Grade K-1)						
Number Tested			12			0
Beginning (0-14)			3			0
Intermediate (15-24)			4			0
Advanced (25-32)			1			0
Proficient (33-35)			4			0
Listening and Speaking (Grade 2-4)						
Number Tested			10			1
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			4			#
Proficient (37-39)			4			#
Reading and Writing (Grade 2-4)						
Number Tested			10			1
Beginning (0-14)			2			#
Intermediate (15-24)			2			#
Advanced (25-32)			3			#
Proficient (33-35)			3			#
Listening and Speaking (Grade 5-6)						
Number Tested			5			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			2			#
Proficient (37-39)			2			#
Reading and Writing (Grade 5-6)						
Number Tested			5			1
Beginning (0-14)			0			#
Intermediate (15-24)			4			#
Advanced (25-32)			0			#
Proficient (33-35)			1			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			9			0
Beginning (0-18)			1			0
Intermediate (19-31)			2			0
Advanced (32-36)			4			0
Proficient (37-39)			2			0
Reading and Writing (Grade 9-12)						
Number Tested			9			0
Beginning (0-14)			2			0
Intermediate (15-24)			2			0
Advanced (25-32)			5			0
Proficient (33-35)			0			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)